

with an interesting play story with a happy end, in which the child is a winner, a hero. Kindergarten teachers should cooperate with parents of problem children. After all, a parent mistakes in upbringing their children and their inability to fix errors lead to complications in child's behavior.

REFERENCE

1. Волков, Б. С. Психология общения в детском возрасте / Б. С. Волков, Н. В. Волкова. – СПб. : Питер, 2008. – 272 с.
2. Волков, Б. С. Психология: от рождения до школы / Б. С. Волков, Н. В. Волкова. – СПб. : Питер, 2009. – 58 с.
3. Григорьева, А. Л. Поговорим о наших детях / А. Л. Григорьева. – М. : Просвещение, 1967. – 205с.
4. Калиниченко, А. В. Развитие игровой деятельности дошкольников : метод. пособие / А. В. Калиниченко, Ю. В. Микляева. – М. : Айрис-пресс, 2004. – 112 с.
5. Келли, К. Как справиться с плохим поведением хорошими методами / К. Келли. – Минск : Попурри, 2009. – 224с.
6. Менджерицкая, Д. В. Воспитателю о детской игре / Д. В. Менджерицкая ; под ред. Т. А. Марковой. – М. : Просвещение, 1982. – 128 с.
7. Селевко, Г. К. Современные образовательные технологии / Г. К. Селевко. – М. : Народное образование, 2008.
8. Ядэшко, В. Н. Дошкольная педагогика / В. Н. Ядэшко, Ф. А. Сохина. – М. : Просвещение, 1986. – 415 с.

UDC 343.85

PREVENTION OF FAMILY VIOLENCE

OLGA KATUSHONOK,
Polotsk State University, Belarus
VLADIMIR HOMICH
Belarusian State University, Belarus

The article discusses the main directions of prevention of family violence. The importance of early prevention of family violence is pointed. The basic problems of the prevention of violence in a family and ways of their solution are identified.

The response to domestic violence is typically a combined effort of law enforcement agencies, the courts, social service agencies and corrections/probation agencies. The role of each one has evolved as domestic violence has been brought more into public view.

Domestic violence historically has been viewed as a private family matter that need not involve government or criminal justice intervention. Police officers were often reluctant to intervene by making an arrest, and often chose to simply counsel the couple and/or ask one of the parties to leave the residence for a period of time instead. The courts were reluctant to impose any significant sanctions on those convicted of domestic violence, largely because it was viewed as a misdemeanor offense.

In November 1997, the Australian Heads of Government endorsed Partnerships Against Domestic Violence, an initiative between the Commonwealth (Office for the Status of Women), the States and the Territories, to work together towards the common objective of preventing domestic violence across the nation. Specifically, the strategy was developed to enable the examination of new approaches to violence prevention while enhancing existing projects, the development and sharing of knowledge, and the development and documenting of best practice initiatives in preventing and responding to domestic violence. The six priority areas identified were:

- working with children and young people to break the cycle of violence between generations;
- working with adults to break patterns of violence; working with victims and violent men;
- working with the community, educating against violence;
- protection of the law;
- information and best practice;
- helping people in rural and remote communities.

What is apparent from an assessment of current policies and prevention strategies, is a clear focus on addressing the attitudes underpinning the perpetration of violence via community education, and the prevention of the recurrence of violence by perpetrators and re-victimisation of women (tertiary prevention). As part of the former, a major objective is to intervene early with children and young people to prevent the occurrence of violence (primary and secondary prevention delivered via school-based, health education programs; the programs are designed to educate young people on gender issues and non-violent attitudes, the development of appropriate, non-violent relationships and the enhancement of health and wellbeing).

Despite a lack of outcome evaluations demonstrating their effectiveness, secondary schools are perceived to offer a prime opportunity to address violence in relationships via primary prevention – preventing violence in young people's relationships and affecting the attitudes of some 'soon-to-be professionals and community residents'. Although it is unrealistic to expect such programs to be enough to alter 'complex socially derived patterns of behaviour in isolation. Well-designed curricula could, however, be useful components of more comprehensive community wide strategies that involve parents, community leaders, mass media, advocacy and law enforcement.

Other major objectives include: educating the general community and the development of community building/strengthening initiatives; developing a better tertiary response for violent families, particularly in the areas of legal sanctions and protection against violence, emergency support and accommodation services and crisis counselling/support services. There is also growing interest in working with violent offenders (males), but in particular, early intervention with 'at risk' young people (usually males), who are already 'acting out' aggressively, or have been involved in violent behaviour. Although it is beyond the scope of this paper to consider all violence prevention initiatives in detail, in the following sections some of the current trends in primary prevention initiatives are discussed.

Gil wrote that violence in families is an inevitable by-product of the 'selfish, competitive and inegalitarian values and of dehumanising, authoritarian, and exploitative social structures and dynamics which permeate many contemporary societies'. To truly transform society such that the current culture of violence which pervades most western societies is replaced by a culture of non-violence, primary prevention initiatives, whether targeting violence as a whole or child abuse or domestic violence in particular, must involve the identification and eradication of the causes of violence, rather than a mere neutralization of the symptoms. The prevention of violence ought to begin with unravelling the sources of violence in human nature and in 'the values and modes of human societies', including issues of patriarchy, power and domination; community attitudes to violence, racism, homophobia; and developing more positive perceptions of women, children.

Investigating the prevention of family violence in general it is apparent that most prevention work has generally been done in isolation, focused primarily on addressing one form of violence in particular. What is also apparent however, after taking into account the need to consider and address a variety of sector-specific issues, is currently a high degree of congruence between the violence prevention, child abuse prevention and crime prevention sectors (and the prevention of other forms of violence and/or social ills) in terms of the priorities and strategies for action that have been proposed and undertaken.

It is possible to allocate the following basic problems of the prevention of violence in a family:

- 1) impossibility to reflect a real condition of the given kind of criminality;
- 2) unwillingness of victims of violence in a family to address for the help in law-enforcement or other bodies;
- 3) absence of the special act for suppression of house violence, rehabilitation of persons with deviating behaviour, and also about protection of the persons who have suffered from violence in a family;
- 4) not enough scientific readiness of questions of the prevention of violent criminality in a family.

There are ways to help women and children to cope with family violence. The first step is to learn as much as possible about the dynamics of the violent family. To work directly with battered women, for example, one must learn that, when the abused woman leaves the abusive situation, her chances of being killed increase dramatically. Divorced and separated women, who compose only 10% of all women, account for 75% of all battered women and report being battered 14 times as often as women still living with their partners. To help battered women and their children:

- work with shelters for abused women so that the women and children have somewhere to go for safety;
- learn how to develop a Safety Plan for both women and children;
- work with local child protective agencies to find resources to help children cope;
- help children to learn non-violent conflict resolution, anger control and other skills which will serve them well in their future relationship;
- learn how to help battered women and their children to leave a violent situation safely .

Thus a major part of a coordinated approach to the prevention of violence is the development of education campaigns that challenge gender stereotypes and promote positive social interactions across all strata of society. Such campaigns need to address male physical and sexual violence against both women and children.

REFERENCES

1. Chalk, R. Violence in Families: Assessing Prevention and Treatment Programs [Electronic resource] / R.Chalk, Patricia A. King. – Mode of access: http://www.nap.edu/openbook.php?record_id=5285&page=31. – Date of access: 12.01.2016.

2. Maxwell, Gabrielle M. Children and Family Violence: The Unnoticed Victims [Electronic resource] / Gabrielle M. Maxwell. – Mode of access: <http://www.mincava.umn.edu/documents/nzreport/nzreport.html>. – Date of access: 14.12.2015.
3. Stalans, L. Responding to domestic violence against women / L. Stalans, A. Lurigio // Criminal justice. – 1996/97. – № 1. – P. 70–74.
4. Tomison, Adam M. Exploring family violence: links between child maltreatment and domestic violence [Electronic resource] / Adam M. Tomison. – Mode of access: <http://www.aifs.gov.au/nch/pubs/issues/issues13/issues13.html>. – Date of access: 14.12.2015.
5. Voigt, L. Domestic and family violence: a special case? / L. Voigt // Criminology and justice / L. Voigt [et al.]. – McGraw-Hill. – 1994. – P. 303–318.

UC 342.529

FORMS OF PARTICIPATION OF THE PRESIDENT IN THE LEGISLATIVE PROCESS (REPUBLIC OF BELARUS AND FOREIGN COUNTRIES)

IRINA KIRYAKOVA
Polotsk State University, Belarus

The legal basis of participation of the President in the legislative process is fixed in the constitutions of the majority of foreign countries and determined, first of all, by the fundamental constitutional principle of division of authorities. The author analyses the mechanisms of the influence of the President on the legislative process by means of studying the forms of his or her participation in it both in the Republic of Belarus and foreign countries.

The analysis of the legislation regulating of the legislative process in the Republic of Belarus, reveals the following forms of participation of the President at all stages of the legislative process:

1. Provision of the right of legislative initiative [2].
2. Provision of rights or imposition of bans on the submission of bills to the House of Representatives by other subjects of legislative initiative, if the consequence of its passing could be a reduction of public funds, a creation of or an increase in costs or if it disagrees with the content of temporary decrees or edicts of the President of the Republic of Belarus and others.
3. The right to allow a bill to be discussed in the House of Representatives, if it is submitted without an obligatory list of documents that must be attached to all bills.
4. Making amendments to bills, as well as granting the right to their submission by other subjects of legislative initiative in certain cases at the stage of preliminary consideration and preparation for the first and second reading.
5. Acquainting himself with the contents of the bills, which will be considered by the House of Representatives in the first and second reading, as well as any accompanying documents to them [3].
6. Submission of proposals and comments on the bill in case of sending it to the President by the House of Representatives after the first reading, also before making a decision on a bill as a whole by the House of Representatives in the second reading.
7. The right to demand from the Parliament to vote for a whole submitted bill or part of it, retaining only the amendments proposed or accepted by the President of the Republic of Belarus or the Government of the Republic of Belarus.
8. The right to demand from the Parliament to consider a bill urgently.
9. The right to demand from the Houses of Parliament the final decision on a bill if the conciliation commission has not adopted the agreed text of the bill [3].
10. Signing laws.
11. The right to impose "veto" on the adopted law.

The analysis of the constitutions of other countries reveals the following basic forms of participation of the President at different stages of the legislative process:

1. Provision of the right of legislative initiative.
For example, this right is provided by Part 1 of Art. 104 of the Constitution of the Russian Federation. [4] by Article 11 of the Constitution of France [5], by Paragraph 1 of Article 118 of the Polish Constitution and by Article 68 of the Constitution of Lithuania [6].

2. Signing and promulgation of new laws.

For example, according to chapters.1, 2, Art. 107 and ch.2, Art 108 of the Constitution of the Russian Federation signing and promulgation by the President of an adopted federal constitutional law shall be made within 7 days, and the federal law – within 14 days. [4] Also, this right is provided by article 10 of the French